

The Parents' Parenting Patterns, Education, Jobs, and Assistance to Their Children in Watching Television, and Children's Aggressive Behavior

Purwati¹ & Muhammad Japar¹

¹ University of Muhammadiyah Magelang, Indonesia

Correspondence: Purwati, FKIP-University of Muhammadiyah Magelang, Jl Tidar No. 21, Magelang 56126, Indonesia. E-mail: bupurwati@gmail.com

Received: June 19, 2015 Accepted: August 7, 2015 Online Published: February 24, 2016

doi:10.5539/ies.v9n3p89

URL: <http://dx.doi.org/10.5539/ies.v9n3p89>

Abstract

The objective of this present is to test the effects of the parents' parenting patterns, education, jobs, and assistance to children in watching television on the children's aggressive behavior. This present research employed a quantitative approach with an ex-post factor design. The data were collected from 175 parents of which the children showed aggressive behavior. The children were studying at formal and non-formal Early Age Children Education in Magelang city. The data were obtained using: 1) questionnaires: the parents' parenting patterns, education, jobs, assistance to their children in watching television; 2) interviews: teachers to understand children with aggressive behavior, and 3) Observation: children with aggressive behavior. The data were then analyzed using statistical techniques: descriptive, regression, chi-square and t-test. The results of the analysis showed that there was a significant effect of parenting patterns, education, jobs, and assistance of the parents to the children in watching television on the children's aggressive behavior. And there was a significant difference in the aggressive behavior between boys and girls where it is the boys who showed more aggressive behavior.

Keywords: parenting patterns, parent's education, parents' jobs, assistance, aggressive behavior

1. Introduction

The life in the childhood period, especially during the early age, really influences and colors the future life. The early age means the age from which a child was born to eight years old (Essa, 2003). Children in this early age period have a progressive development either physically, psychologically or behaviorally.

The development in the early age is influenced by many factors and principally they may be grouped into internal and external. One of the external factors is the fast development of science and technology, especially the advancement in the fields of information technology and digitalization. The technology development is heavily influenced by the development of the children's personality and behavior. There are many children and adolescents who show deviating behaviors and even break norms and hurt other people. There are various media, either electronic or printed, that often report about students' quarrels at schools, fights among students, killings, attacks by overwhelming numbers, raping, asking money to one's friends by force, and the like.

The results of preliminary observation made in some formal or non-formal Early Age Children Education Institutions in Magelang, Central Java, Indonesia showed that among 15 to 20 children in a class, 2 to 3 children were found to show deviating behavior. The characteristics of children with deviating behavior are that they like to disturb even to hurt their classmates, to scream loudly, to grab and throw away their classmates' toys, are not willing to sit, do not care about their teachers, like to disturb their children's playing activities, to speak bad words to their classmates, and soon. Children's behavior can be categorized into aggressive behavior.

Aggression behavior that is intended to cause harm to persons or property and that is not socially justifiable (Vasta, 1999). The aggressive behavior is behavior to hurt other people either physically or verbally or to damage others' property (Atkinson, 2001). One common typology for aggressive behavior classifies it under three different types: physical aggression (e.g., hitting or kicking), verbal aggression (e.g., calling someone names), and relational or indirect aggression (e.g., spreading rumors or purposely not speaking to someone; Jolliffe & Farrington, 2006 in Yeo et al., 2011). Tremblay (2008) reveals that physical aggression is the use of the following behavior in antagonistic interactions with others: hitting, beating, kicking, biting, pushing, attacking,

pulling, throwing things, whirling, and choking.

Aggressive behavior the children show is not caused by innate behavior, but is an interaction between the innateness and the environment. Surya (2004) suggests that the aggressive behavior is triggered by among others: any feeling of being less paid attention, being always depressed, and of less respected, the growth of jealousy, the ways of communication the children have with the environment, less harmonious relationship in the family, performances of stringent actions on TV, and bad social intercourses.

Deviating behavior among the children in normal and non-formal institutions in Magelang city and regency, East Java, Indonesia, may be grouped into the aggressive behavior. The aggressive behavior is caused by some triggers as stated by Surya (2004). Therefore, the writer intended to make a research in the triggering factors of the aggressive behavior in the children in the Formal and Non Formal Institution in Magelang city, and regency. The researcher would focus their attention on the parents' parenting patterns, education, jobs and assistance to the children in watching television as the triggers of children's behavior.

The parent's parenting patterns mean any attitude the parents show in making daily interaction and communication with their children. The interaction made is intended to rear and to touch the children, including the ways the parents do in enforcing the rules, and in giving values, rewards and also punishment. The parenting consists of authoritarian, democratic, permissive patterns (Baumrind, 1971; Conger, 1975; Hurlock, 1978).

An authoritarian parenting pattern is made by the parents to their children by imposing rules that should be obeyed and submitted by the children and the children are not given any freedom to propose and to choose the rules they obey. This parenting pattern is rigid and less compromising in enforcing rules, and in giving punishment or rewards. A permissive parenting pattern is characterized by some freedoms given to the children in almost everything including the determination of attitudes, behavior and in the choice of values and norms, so that aggressive behavior in children has a big opportunity to appear. It is because the children do not have any understanding and internalization of values since the values are not taught, and there is no control from the parents to their children's behavior, including any consequences from the behavior, and the children are free to see various models of behavior, including aggressive behavior and moreover the children are free to do anything they want.

A democratic parenting pattern is collaborative in nature or is composite between the authoritarian and permissive patterns. In this pattern, principally anything the parents apply such as what rules to apply and what the children to do involve the children. This pattern results in an atmosphere enables the children to understand themselves and other people, so that they will be able to eliminate any aggressive actions. The parents in their daily parenting principally make use of the three parenting patterns but in practice the parents tend to use one of the patterns.

Families contribute to the development of children's personality. Families as expressed in the Socio-Economic Status, especially the parents' jobs and education may influence the children's behavior. According to Dodge, Pettit, and Bates (1994), low family SES has been linked to a higher prevalence of childhood disruptive behavior. The parents' low socio-economic status is reported to be less responsive to their children (Bradley et al., 2001).

The intended parents' education is the highest level of education. The levels are graduations of elementary schools, junior high schools, senior high schools, Diploma, undergraduate, graduate and postgraduate. The parents' jobs in this present research are of main types. Their jobs are classified into: non-teaching civil servants, teachers, Armed forces, police, staffs of state- and local-owned corporations, and workers.

Hapkiewicz et al. (1979) state that it is mostly believed that there is a correlation between exceedingly stringent actions shown in television programs and children's aggressive behavior. Watching television among children has become an important issue since it may have given effects on the children's development in various areas (Jusoff et al., 2009). It is then explained that we become more concerned about the problem since the percentage and the amount of on air time of television, especially programs for children is higher. Some studies show that the children's access to watching television may give effects on their language and cognitive development, and also result in problems of behavior, attention disruption, aggression and obesity.

The television programs in Indonesia often present news on stringent actions such as fights among students, and citizens, murders, rapes, combat films, boxing, and other types of stringent behavior by government apparatus and/or officers. Such presentations in television will influence the children's perception and behavior. If they after watching the presentations do not behave like those in the stringent actions, but since they have had the model of actions in their minds, the model will be performed if they intend to do so. The model is in line with Bandura's (1977) social learning theories. Based on the description above, the parents' assistance to children in

watching television may influence their children's behavior, including aggressive behavior.

2. Methodology

In this present research a quantitative method with an ex-post factor design was employed. Two variables to be studied are: a) independent variable covering: the parents' parenting patterns, education, jobs and their assistance to children in watching television, b) dependent variable including: children's aggressive behavior. The research population is 5745 children from 72 kindergartens and 49 Play Groups. The research sample was taken from all kindergartens and play groups of which the students were indicated to show or indicated aggressive behavior, and it was found that 175 children (139 boys and 36 girls). A purposive random sampling, with the age of the sample of 3-6 years, was employed. The research instruments made use of are 1) questionnaires: the parents' parenting patterns, education, jobs and their assistance to children in watching television, b) observations on the children's aggressive behavior, and c) interviews: to complete the data obtained through the questionnaires. Reliability and validity tests to the questionnaires were made through a try-out test.

The results of the instrument tryout showed the following reliability levels: 1) permissive parents' parenting patterns, alpha 0.870; 2) authoritarian parents' parenting patterns, alpha 0.877; 3) democratic parents' parenting patterns, alpha 0.882; 4) parents' assistance to children in watching television, alpha 0.849; 5) children's aggressive behavior consisting of indicators of fights among classmates: alpha 0.730, stringent treatment to teachers and caretakers: alpha 0.717, striving against orders: alpha 0.746, indisciplinary: alpha 0.754, rebutting what is questioned: alpha 0.712, making disturbance: alpha 0.743, wrecking articles in the classroom: alpha 0.805, wrecking articles belong to classmates: alpha 0.743, having tendency to make disputes: alpha 0.729, meanwhile the validity was tested using a product moment technique with the value limitation of more than 0.3.

The research started from observations on children of Kindergartens and Play Groups in Magelang city to obtain data on aggressive children. Then data were collected: the parents' parenting patterns, education, jobs and their assistance to children in watching television through questionnaires and interviews with the parents. The data were collected by the first semester students of the Guidance and Counseling Program, Faculty of Teaching and Education Science, University of Muhammadiyah Magelang. The data were collected from September 2014 to January, 2015. The students were trained by the researcher to make them possess knowledge dealing with the data that should be collected and the way to collect them. They were then asked to score and tabulate them. The date collection was helped by educators, teachers and also the administrative staffs of the Kindergartens and Play Groups.

Data analysis to test the hypotheses was made after the prerequisite test. The prerequisite test of analysis covered the normality test of data distribution, and the linearity test of relationships among independent and dependent variables. The prerequisite test was performed with the help of SPSS software.

3. Results and Discussion

3.1 Results

On the basis of the results of the prerequisite testing of analysis, namely the normality test and the homogeneity test of the data variance on the children's aggressive behavior, the parents' parenting patterns and their assistance to the children in watching television, it was found that the value from the Levene's test (F) is 830 with the significance (p) of 0.364, meaning that all the variants are homogenous, and then the research hypotheses testing would be made.

The hypotheses testing were done through: 1) regression analysis; 2) Chi Square (χ^2), and 3) t-test. The results of the analysis are presented in Table 1.

Table 1. Results of the regression analysis: parent's parenting patterns, and their assistance to children in watching television and the children's aggressive behavior

Model	SS	df	MS	F	R ²	Sig. (p)
Regression	5899.520	4	1474.880	47.863	0.530	0.001

The results of the analysis show that there is a significant correlation between the parents' parenting patterns, and the parent's assistance to children in watching television and the children's aggressive behavior. It is also shown that the contribution of the parent's parenting patterns and the assistance to children in watching television to the children's aggressive behavior is very high, as shown by the Determination Coefficient (R^2) of 0.530 = 53%.

The results of the correlational analysis of each variables on the children's aggressive behavior as shown in Table 1 above show that the authoritarian and permissive parenting patterns have a positive correlation with the children's aggressive behavior ($R = 0.323$ and $p < 0.001$ and $R = 0.275$ and $p < 0.001$). The Democratic Parenting Pattern and the assistance to children in watching television has a negative correlation with the children's aggressive behavior ($R = -0.656$ with $p < 0.001$ and $R = -0.287$ with $p < 0.001$).

Table 2. The correlation between the parents' parenting patterns (authoritarian, permissive, and democratic) and the parents' assistance to their children in watching television and the children's aggressive behavior

Variation Sources	R	Sig (p)
Authoritarian PR	0.323	0.001
Permissive PR	0.275	0.001
Democratic PR	-0.656	0.001
Parent's Assistance to Children in Watching TV	-0.287	0.001

Table 3. The correlation between parent's education and children's aggressive behavior

Model (Chi-Square Test)	Value	Df	Sig (p)
Mothers' Education	36.715	6	0.001
Fathers' Education	57.372	6	0.001
Mothers' Jobs	8.404	2	0.015
Fathers' Jobs	27.190	4	0.001

Based on the results of the Chi Square (χ^2) analysis as presented in Table 4 above, it is shown that (1) fathers' education is correlated with children's aggressive behavior (χ^2 count : 36.715 with $p < 0.001$, (2) mothers' education is correlated with children's aggressive behavior (χ^2 count : 57.372 with $p < 0.001$, (3) fathers' jobs are correlated with children's aggressive behavior (χ^2 count : 8.404 with $p < 0.05$) and (4) mothers' jobs are correlated with children's aggressive behavior (χ^2 count : 27.190 with $p < 0.001$).

Table 4. The influence of sexes on children's aggressive behavior

Model (t-test)	t	Df	Sig (p)
Sex Types- Children's Aggressive Behavior	2.773	173	0.006

On the basis of the results of the t-test, it is known that aggressive behavior is different between boys and girls as shown by the results of the t-test of 2.773 with the significance of <0.001 . The descriptive analysis dealing with the children's aggressive behavior on the basis of the sex types is presented on Table 5.

Table 5. The results of the descriptive analysis of boys' and girls' aggressive behavior

Aspects	Sex Types	N	Mean	SD
Children's Aggressive Behavior	Boys	139	27.24	7.981
	Girls	36	23.17	7.319

The results of the descriptive analysis presented on Table 8 above show that the mean of the boys' aggressive behavior is higher (27.24) than that of the girls' (23.17).

3.2 Discussion

The results of the research show that the parents' parenting patterns and the assistance to children in watching television have a significant correlation with the children's aggressive behavior. They also demonstrate that

fathers' and mothers' education and jobs have a correlation with children's aggressive behavior.

Parents' parenting has a correlation with children's aggressive behavior. The results are in line with the finding reported in the previous research that families' socio-economic status is correlated with the results of the practice in children's parenting, and low-economic status consistently is more correlated with hostility and control and parenting practice with punishment (Barber, 1996; Conger et al., 1994; Dodge et al., 1994; Hibah et al., 2003). Parents with low economic status are also reported to be less responsive to their children (Bradley, Corwyn, McAdoo, & Coll, 2001) and they show little warmth in the interaction between the parents and their children than that of the families with high economic status.

Authoritarian and permissive parenting patterns have a positive correlation with children's aggressive behavior, meanwhile a democratic parenting pattern shows a negative correlation with self-adaptation.

The research result showing that a permissive parenting pattern is correlated with children's aggressive behavior is in line with the statement that the permissive parenting pattern gives some freedom to the children, no rules are introduced and agreed by the children, no control is made by the parents, and no value is implanted. An authoritarian parenting pattern is also correlated with children's aggressive behavior. It is because the children feeling depressed at home will feel free from any stress when they are out of their home environment so that they become aggressive to other children, whom they feel will threaten them like their parents. And the other children should be fought before they are supposed to be harmful to them. The research result shows that there is a significant correlation between students' intimidation behavior and the parent's behavior, especially the behavior dealing with enforcement of disciplinary behavior and education (Papanikolaou et al., 2011). A democratic parenting pattern is negatively correlated with children's aggressive behavior since the parent involve their children in applying the rules and punishment, and the children are introduced with good and bad values, and some controls to their behavior are made. A democratic environment makes the children have an opportunity to express their ideas in a good way. No frustration happens to them since frustration may trigger aggressive behavior (Anantasari, 2006).

Jussof (2009) found that in his experiment on aggressive behavior among preschoolers watching a program in a television, the children watching aggressive actions in a TV program showed a more significant increase in their aggressive behavior than those watching non aggressive actions in a TV program. The analysis of the scenario reflects Bandura's social learning theory stating that most human beings learn observationally through modeling, involving an act of observing others that may form an image of how new behavior is made, and later it will function as a guide for making actions (Bandura, 1977; Becks, 1994).

Families' social status in the form of family incomes, jobs, education and social status in the society may influence children's behavior, including aggressive behavior. The finding is in line with Callahan and Eyberg's opinion (2009 predicting that families' incomes and parents' education included in Socio-Economic Statuses (SES) are significantly and positively correlated with pro-social mothers. When the SES is considered to consist of incomes, jobs and education, the model predicts that there are three more times of variants in describing pro-social mothers.

This present research shows that there is different aggressive behavior between boys and girls, where boys are more aggressive than girls. The result is in line with that of Segall et al. (in Berry et al., 1992) that boys are more prominent in their aggressive behavior than girls. Boys begin to display more aggression as preschoolers and continue to do so throughout the elementary-school years (Loeber & Hay, 1977 in Vasta 1999). Aggression boys toward other boys becomes increasingly physical in nature, but aggression boys toward girls drop markedly. Aggression by girl remains primarily relational and is directed predominantly toward other girls (Cairns et al., 1989 in Vasta, 1999).

4. Conclusion

The parent's parenting patterns and parents' assistance to children in watching TV had a significant correlation with children's aggressive behavior. The research result also showed that the fathers and mothers' education and jobs were also correlated with children's aggressive behavior. Permissive and authoritarian parenting patterns were also correlated with children's aggressive behavior, meanwhile a democratic parenting pattern was negatively correlated with children's aggressive behavior. Boys are more aggressive than girls.

References

- Anantasari. (2006). *Menyikapi Perilaku Agresif Anak*. Yogyakarta: Kanisius.
- Atkinson, R. L., Atkinson, R. C., & Hilgard, E. R. (1983). *Introduction to Psychology*. Harcourt Brace Javanovi Inc.

- Bandura, A. (1977). *Social Learning Theory*. London: Prentice-Hall International, Inc.
- Baumrind, D. (1991). Parenting styles and adolescent development. In R. Lerner, A. C. Petersen, & J. Brooks-Gunn (Eds.), *The encyclopedia on adolescence* (pp. 746-758). New York: Garland.
- Becks. (1994). *Child Development* (3rd ed.). Massachusetts: Allyn Bacon
- Berry, J. W. et al. (1992). *Cross Cultural Psychology: Research Applications*. Cambridge University Press.
- Callahan, C. L., & Eyberg, S. M. (2009). *Relations between parenting behavior and SES in a clinical sample: Validity of SES measures*. Child & Family Behavior Therapy.
- Conger, J. J. (1975). *Adolescence and Youth Psychological Development in a Changing World*. New York: Harper and Row Publisher.
- Dodge, K. A., Pettit, G. S., & Bates, J. E. (1994). Socialization mediators of the relation between socioeconomic status and child conduct problems. *Child Development*, 65, 649-665. <http://dx.doi.org/10.2307/1131407>
- Essa, E. L. (2003). *Introduction to Early Childhood Education*. Canada: Delmar Learning a Division of Thomson Learning, Inc.
- Field, A. (2000). *Discovering Statistics: using SPSS for Windows*. London: Sage Publications Ltd.
- Hapkiewicz, W. G. (1979). Children's Reactions to Cartoon Violence. *Journal of Clinical Child Psychology*, 30-34. <http://dx.doi.org/10.1080/15374417909532878>
- Hurlock, E. B. (1978). *Child Psychology*. Tokyo: McGraw-Hill Publishing Company, Ltd.
- Jusoff, K., Sahimi, N. N., & Amhers. (2009). Television and Media Literacy in Youn Children: Issues and Effects in Early Childhood. *International Education Studies*, 2(3), 151-157. <http://dx.doi.org/10.5539/ies.v2n3p151>
- Kohn, M. L. (1971). *Social Class and Parent-Child Relationship: An Interpretation, Reading in Adolescent Psychology*. Minnesota: Burger Publishing Company, Minneapolis.
- Lopez, E. E., Perez, S. M., Ochoa, G. M., & Ruiz, D. M. (2008). Adolescent aggression: Effects of Gender and family and School environment. *Journal of Adolescence*, 31, 433-450. <http://dx.doi.org/10.1016/j.adolescence.2007.09.007>
- Papanikolaou, M., Chatzikosma, T., & Kleio, K. (2011). Bullying at School: The role of family. *Procedia-Social and Behavior Sciences*, 29, 433-442. <http://dx.doi.org/10.1016/j.sbspro.2011.11.260>
- Rothenberg, M. B. (1985, Spring). Role of Televisionin Shaping the Attitudes of Children. *CHC*, 148-149.
- Surya, H. (2004). *Kiat Mengatasi Perilaku Penyimpangan Perilaku Anak (Usia 3-12 Tahun)*. Jakarta: PT Elex media Komputindo.
- Tremblay, R. E. (2008). Understanding development and prevention of chronic physical aggression: Towards experimental epigenetic studies. *Journal: the Neurobiology of Violence: Implication for Prevention and Treatment*, 2613-2622
- Vasta, R., Haith, M. M., & Miller, S. A. (1999). *Child Psychology: The Modern Science* (3rd ed.). New York: John Wiley & Sons, Inc.
- Yeo, S. Y., Ang, R. P., Loh, S., Fu, K. J., & Karre, J. (2011). The Role of Affective and Cognitive Empathy in Physical, Verbal, and Indirect Aggression of a Singaporean Sample of Boys. *The Journal of Psychology*, 145(4), 313-330. <http://dx.doi.org/10.1080/00223980.2011.568986>

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).